



HOME OF THE
GOLDEN EAGLES

Galway Central School District
2023-2024 Budget Book
Budget Statement
and Attachments

Galway CSD 2023-24 Budget Book



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Budget Vote, Land Purchase Vote, and Board Member Elections

Tuesday, May 16, 2023, 10:00 a.m. - 8:00 p.m.
Jr./Sr. High School Gymnasium

Voting by Absentee Ballot due by 5:00 PM

Board of Education

Jay Anderson, Board President
Linda Jackowski, Board Vice President
Michelle Bombard
Stacey Caruso-Sharpe
Karen English
David Page
Dennis Schaperjahn

Superintendent of Schools

Dr. Brita Donovan

Business Administrator

Courtney Sayward
518-882-1033 x 3226 csayward@galwaycsd.org

Galway CSD 2023-24 Budget Book



Attachments

Enclosed:

1. Budget Statement
2. Property Tax Report Card
3. School Budget Notice
4. Tax Levy Information
5. Salary Disclosure Requirements
6. School Academic Report Cards (also available at <https://data.nysed.gov/profile.php?instid=800000038628>)
7. District Fiscal Accountability Summary (2021-22 data is not publicly available and in embargo as of publishing of this document on April 28, 2023)
8. Exemption Report



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BUDGET STATEMENT

Galway CSD 2023-24 Budget Book



**Budget Vote, Land Purchase Vote, and Board Elections:
May 16, 2023, 10 a.m. - 8 p.m., JR/SR HS Gymnasium**

Proposition #1

Shall the proposed budget of expenditures for the Galway Central School District for the 2023-2024 school year in the amount of \$25,049,449 and for the purposes shown in the statement of estimated expenditures adopted by the Board of Education, be approved and the amount thereof be raised by a levy of a tax upon the taxable property of the school district, after first deducting monies available from State Aid and other sources by law?



**Budget Vote, Land Purchase Vote, and Board Elections:
May 16, 2023, 10 a.m. - 8 p.m., JR/SR HS Gymnasium**

Proposition #2

Shall the Board of Education of the Galway Central School District be authorized to purchase 6.58 +/- acres of vacant real property located on Sacandaga Road, across from the Joseph Henry Elementary School, Galway, New York, at a cost of \$99,900 and 4.05 +/- acres of vacant real property located on Sacandaga Road, across from the Galway Central School District High School, Galway, New York, at a cost of \$50,000, plus reasonable and customary closing fees? The District proposes using unassigned fund balance for the purchase of these parcels. This purchase would not increase taxes.

Board Elections:

4 Candidates for 2 Open Seats to be presented in this order:

- **Krystal Pashley**
- **Dennis Schaperjahn**
- **Linda Jackowski**
- **Jeremy Sowle**

Galway CSD 2023-24 Budget Book

2023-24 Proposed Budget Highlights

- Presented to the BOE April 20, 2023
- Proposed budget is \$25,049,449
- \$833,622 over 2022-23
- Proposed Tax Levy: 3.07% | \$350,000
- 3% increase from 2022-23
- Includes \$1,050,000 of Appropriated Fund Balance
- Includes \$360,000 for bus purchases
- Includes \$100,000 capital outlay project
- Includes 3 Pre-K classes
- Maintains programs & adds ELA program



2023-24 Revenue Budget

Where the money comes from....



	2022-23	% Change	2023-24
Real Property	\$11,400,000	3.07%	\$11,750,000
State Aid	\$11,136,266	7.05%	\$11,969,888
Misc.	\$279,561	0%	\$279,561
Assigned Fund Balance	\$1,400,000	-25%	\$1,050,000
REVENUES	\$24,215,827	3%	\$25,049,449

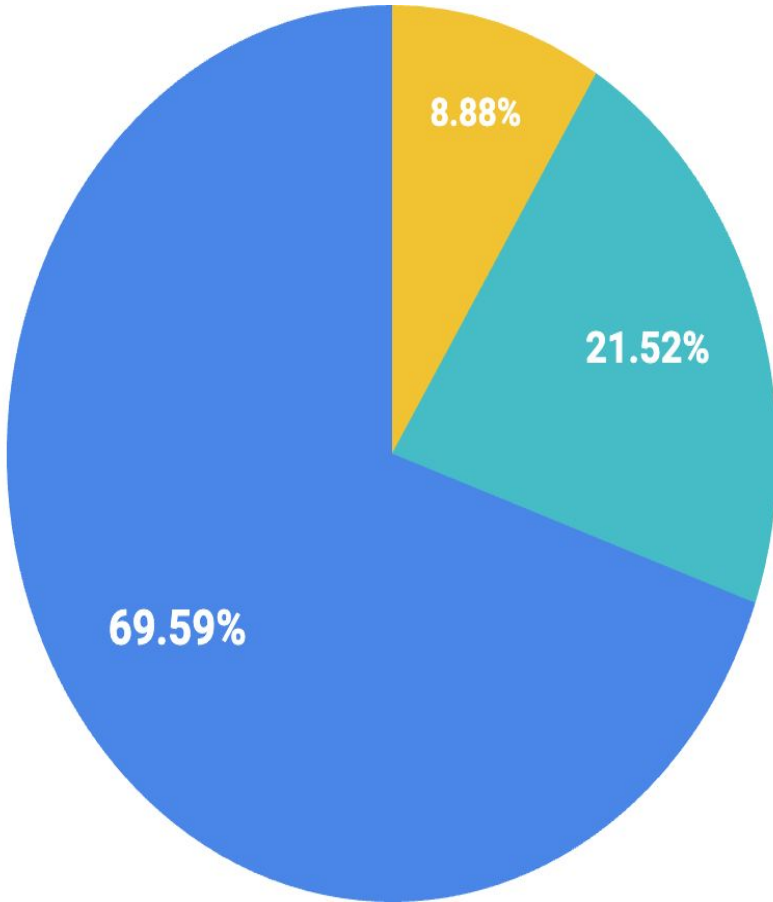
2023-24 Expenditure Summary



	2022-23	% Change	2023-24
Salaries	\$10,270,550	1%	\$10,373,045
Equipment	\$470,500	6%	\$496,378
BOCES Services	\$2,487,926	2%	\$2,525,245
Supplies/Contracts	\$2,759,444	6%	\$2,911,213
Debt Service	\$2,508,806	1%	\$2,531,650
Benefits	\$5,508,601	10%	\$6,031,918
Interfund Transfer	\$210,000	-14%	\$180,000
EXPENDITURES	\$24,215,827	3%	\$25,049,449



Three-Part Expenditure Budget



- Administrative
- Capital
- Program

	2023-24	%
Administrative	\$ 2,225,502	8.88%
Program	\$ 17,432,957	69.59%
Capital	\$ 5,390,990	21.52%
TOTAL EXPENDITURES	\$ 25,049,449	



Program Component

	2022-23	2023-24	Change
Regular Instruction	\$ 6,048,070	\$ 5,924,510	\$ (123,560)
Special Education	\$ 2,268,700	\$ 2,365,880	\$ 97,180
Occupational Education	\$ 520,387	\$ 648,442	\$ 128,055
Special School Programs	\$ 57,500	\$ 57,500	\$ 0
Library/Media/Technology	\$ 981,380	\$ 968,280	\$ (13,100)
Pupil Services Group	\$ 544,000	\$ 615,950	\$ 71,950
Co-Curricular	\$ 27,700	\$ 201,200	\$ 173,500
Interscholastic Athletics	\$ 259,100	\$ 267,100	\$ 8,000
Transportation	\$ 1,106,000	\$ 1,111,500	\$ 5,500
Garage	\$ 218,900	\$ 258,900	\$ 40,000
Contract Transportation	\$ 1,930	\$ 0	\$ (1,930)
Employee Benefits	\$ 4,615,432	\$ 4,933,695	\$ 318,263
Other Fund Transfers	\$ 110,000	\$ 80,000	\$ (30,000)
PROGRAM	\$ 16,759,099	\$ 17,432,957	\$ 673,858



Capital Component

	2022-23	2023-24	Change
Operations and Utilities	\$ 1,181,000	\$ 1,253,000	\$ 72,000
Maintenance	\$ 574,500	\$ 684,500	\$ 110,000
Refund of Taxes	\$ 1,000	\$ 1,000	\$ -
District Bus Purchase	\$ 295,000	\$ 360,000	\$ 65,000
Employee Benefits	\$ 361,566	\$ 460,840	\$ 99,274
Debt Service	\$ 2,508,806	\$ 2,531,650	\$ 22,844
Transfer to Capital Fund	\$ 100,000	\$ 100,000	\$ -
CAPITAL	\$ 5,021,872	\$ 5,390,990	\$ 369,118



Administrative Component

	2022-23	2023-24	Change
Board of Education	\$ 21,370	\$ 22,770	\$ 1,400
Central Administration	\$ 207,700	\$ 216,000	\$ 8,300
Business/Finance/Audit	\$ 352,200	\$ 362,150	\$ 9,950
Legal Services	\$ 75,000	\$ 80,000	\$ 5,000
Personnel Services	\$ 7,000	\$ 7,000	\$ -
Public Information	\$ 50,000	\$ 92,000	\$ 42,000
Printing/Mailing/Data	\$ 246,500	\$ 268,000	\$ 21,500
Unallocated Insurance	\$ 100,000	\$ 100,000	\$ -
School Association Dues	\$ 12,000	\$ 12,000	\$ -
BOCES Admin.	\$ 151,000	\$ 157,000	\$ 6,000
Supervision Regular School	\$ 389,500	\$ 370,500	\$ (19,000)
Curriculum Development	\$ 118,500	\$ 116,000	\$ (2,500)
Planning and Evaluation	\$ 57,483	\$ 63,000	\$ 5,517
Staff Development	\$ 115,000	\$ 58,000	\$ (57,000)
Employee Benefits	\$ 531,603	\$ 301,082	\$ (230,521)
ADMINISTRATIVE	\$ 2,434,856	\$ 2,225,502	\$ (209,354)



HOME OF THE
GOLDEN EAGLES

PROPERTY TAX REPORT CARD

Galway CSD 2023-24 Budget Book

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2023-24 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 24, 2023

Form Preparer Name: COURTNEY SAYWARD
Preparer's Telephone Number: 518-882-1033

Shaded Fields Will Calculate	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	24,215,827	25,049,449	3.44 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	11,400,000	11,750,000	
B. Tax Levy to Support Library Debt, if Applicable	84,000	87,000	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	11,484,000	11,837,000	3.07 %
F. Permissible Exclusions to the School Tax Levy Limit	635,350	736,415	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	10,837,144	11,073,967	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	10,764,650	11,013,585	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	72,494	60,382	
Public School Enrollment	832	818	-1.68 %
Consumer Price Index			8.0 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	4,830,622	5,594,939
Assigned Appropriated Fund Balance	1,407,321	1,050,000
Adjusted Unrestricted Fund Balance	3,520,032	3,815,714
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	14.54 %	15.23 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	2,250,000	2,250,000	None
Repair	RESERVE FOR REPAIRS	For the cost of repairs to capital improvements or equipment.	285,427	300,000	Repairs as needed
Workers Compensation	WORKER'S COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	300,000	300,000	None
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	125,000	125,000	None
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss	RESERVE FOR PROPERTY LOSS	To cover property loss.	150,000	150,000	None
Liability + (add)	RESERVE FOR LIABILITY INSURANCE	To cover incurred liability claims.	150,000	150,000	None

Tax Certiorari	RESERVE FOR TAX CERTIORARI	For tax certiorari settlements.	12,026	12,026	If case is settled
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	RESERVE FOR EMPLOYEE BENEFITS LIABILITY (EBLR)	For accrued 'employee benefits' due to employees upon termination of service.	130,760	200,000	None
Retirement Contribution	RESERVE FOR EMPLOYEES' RETIREMENT	For employer retirement contributions to the State and Local Employees' Retirement System.	1,183,000	1,183,000	None
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	RESERVE FOR TEACHERS' RETIREMENT		411,939	411,939	None

*** NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance:

<http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2023-24. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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HOME OF THE
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SCHOOL BUDGET NOTICE

Galway CSD 2023-24 Budget Book

Galway CSD School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$ 24,215,827	\$ 25,049,449	\$ 24,406,449										
Increase/Decrease for the 2023-24 School Year		\$ 833,622	\$ 190,622										
Percentage Increase/Decrease in Proposed Budget		3%	0.79%										
Change in the Consumer Price Index		8%											
A. Proposed Levy to Support the Total Budgeted Amount	\$ 11,400,000	\$ 11,750,000											
B. Levy to Support Library Debt, if Applicable	\$ 84,000	\$ 87,000											
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0											
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0											
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 11,484,000	\$ 11,837,000	\$ 11,484,000										
F. Total Permissible Exclusions	\$ 635,350	\$ 736,415											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 10,837,144	\$ 11,073,967											
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 10,764,650	\$ 11,013,585											
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 72,494	\$ 60,382											
Administrative Component	\$ 2,434,856	\$ 2,225,502	\$ 2,213,502										
Program Component	\$ 16,759,099	\$ 17,432,957	\$ 17,367,957										
Capital Component	\$ 5,021,872	\$ 5,390,990	\$ 4,824,990										
Pursuant to Section 2023 of the Education Law, should the proposed budget be defeated, certain equipment in the capital and program components would be reduced by \$531,000, transfer to capital fund for \$100,000 would be eliminated, and other expenses in the administrative component would be reduced by \$12,000.													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Description</th> <th style="width: 30%;">Amount</th> </tr> </thead> <tbody> <tr> <td> </td> <td style="text-align: center;">\$</td> </tr> <tr> <td> </td> <td style="text-align: center;">\$</td> </tr> <tr> <td> </td> <td style="text-align: center;">\$</td> </tr> <tr> <td> </td> <td style="text-align: center;">\$</td> </tr> </tbody> </table>				Description	Amount		\$		\$		\$		\$
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** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)													

***NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS:** Please submit an electronic version (Word or PDF) of this completed form to: emscmgts@nysed.gov

Under the Budget Proposed
for the 2023-24 School Year

Estimated Basic STAR Exemption Savings¹

\$ 516

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Galway Central School District, Saratoga County, New York, will be held at the HS Gymnasium in said district on Tuesday, May 16, 2023 between the hours of 10:00am and 8:00pm, prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.



HOME OF THE
GOLDEN EAGLES

SCHOOL TAX LEVY INFORMATION

Galway CSD 2023-24 Budget Book

Galway CSD 2023-24 Budget Book

2023-24 School Tax Rate Information

- Official tax rates will not be determined until August, at which time the Board of Education officially set the tax rates. The tax bills are mailed during the first week of September.
- Tax rates are subject to equalization rates, which are set by New York State. Equalization rates are used to convert assessed values to what is termed the “true value” or equalized value, upon which the tax rate per \$1,000 is based. Many equalization rates may not be finalized until August.
- Tax rates are also subject to the school assessment roll, which is in draft form in May and does not become finalized until July.
- Any preliminary school tax impact discussed during the time before the public vote on the budget is subject to change by the above factors.
- The preliminary estimate for a tax levy increase of 3.07% for 2023-24 for the school tax. For 2023-24, the district must levy to support the previously approved library debt.





HOME OF THE
GOLDEN EAGLES

SALARY DISCLOSURE

Galway CSD 2023-24 Budget Book

Salary: Administrative Compensation Information

520701 - GALWAY CSD

Form Due May 8, 2023

**2023-2024 Salary Threshold =
 \$162,000**

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2023-2024.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

*The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.*

Report Estimated Salaries in the Budget for the 2023-2024 School Year

Sections 1608 and 1716 of the Education Law
 (Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	175,000	24,000	4,500

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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HOME OF THE
GOLDEN EAGLES

SCHOOL ACADEMIC REPORT CARD

Galway CSD 2023-24 Budget Book

GALWAY CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (71.63 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	4	–	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	3	4	–	4
English Language Learner	–	–	–	–
Students with Disabilities	3	4	–	3
Economically Disadvantaged	3	4	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	337	142	3
	Math	331	131	
	Science	121	205	
	Combined	789	147	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Multiracial	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
White	ELA	335	142	3
	Math	329	131	
	Science	120	205	
	Combined	784	147	
Students with Disabilities	ELA	40	71	3
	Math	35	53	
	Science	11	141	
	Combined	86	73	
Economically Disadvantaged	ELA	112	123	3
	Math	104	95	
	Science	41	195	
	Combined	257	123	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	341	141	4
	Math	339	128	
	Science	121	205	
	Combined	801	145	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Multiracial	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
White	ELA	339	141	4
	Math	337	128	
	Science	120	205	
	Combined	796	145	
Students with Disabilities	ELA	40	71	4
	Math	38	49	
	Science	11	141	
	Combined	89	70	
Economically Disadvantaged	ELA	114	121	4
	Math	111	89	
	Science	41	195	
	Combined	266	119	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	504	53	10.5%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	1	–	–	–
Multiracial	2	–	–	–
White	499	53	10.6%	4
English Language Learners	–	–	–	–
Students with Disabilities	56	12	21.4%	3
Economically Disadvantaged	159	33	20.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✘	364	93.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	0	–
Hispanic or Latino	–	0	–
Multiracial	–	1	–
White	✘	362	93.6%
English Language Learner	–	0	–
Students with Disabilities	✔	40	97.5%
Economically Disadvantaged	✘	122	92.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✘	363	92.3%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	0	–
Hispanic or Latino	–	0	–
Multiracial	–	1	–
White	✘	361	92.2%
English Language Learner	–	0	–
Students with Disabilities	–	39	–
Economically Disadvantaged	✘	119	87.4%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	3	–	3
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	2	2	3	–	3
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	–
Economically Disadvantaged	4	3	2	–	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	13	177	158	2
	Math	40	153		
	Science	51	216		
	Social Studies	3	–		
White	ELA	13	177	158	2
	Math	40	153		
	Science	51	216		
	Social Studies	3	–		
Students with Disabilities	ELA	1	–	–	–
	Math	2	–		
	Science	5	120		
	Social Studies	1	–		
Economically Disadvantaged	ELA	3	–	172	4
	Math	9	167		
	Science	13	223		
	Social Studies	1	–		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	54	43	108	2
	Math	42	145		
	Science	54	204		
	Social Studies	54	0		
White	ELA	54	43	108	2
	Math	42	145		
	Science	54	204		
	Social Studies	54	0		
Students with Disabilities	ELA	7	14	-	-
	Math	4	-		
	Science	7	86		
	Social Studies	7	0		
Economically Disadvantaged	ELA	14	43	110	3
	Math	10	150		
	Science	14	207		
	Social Studies	14	0		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	69	65	94.2%	91.5%	3
	5-year	68	59	86.8%		
	6-year	62	58	93.5%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Black or African American	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
White	4-year	69	65	94.2%	91.9%	3
	5-year	67	58	86.6%		
	6-year	60	57	95%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	10	–	–	–	–
	5-year	12	–	–		
	6-year	10	–	–		
Economically Disadvantaged	4-year	15	11	73.3%	79.8%	2
	5-year	25	18	72%		
	6-year	17	16	94.1%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	244	49	20.1%	3
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	1	–	–	–
Multiracial	3	–	–	–
White	236	47	19.9%	3
English Language Learners	–	–	–	–
Students with Disabilities	27	–	–	–
Economically Disadvantaged	68	27	39.7%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	50	26%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	0	–
Multiracial	–	0	–
White	✗	50	26%
English Language Learner	–	0	–
Students with Disabilities	–	3	–
Economically Disadvantaged	–	13	–

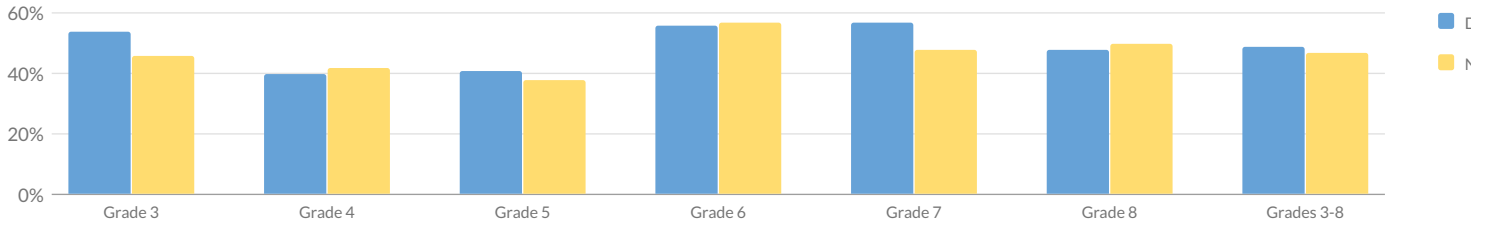
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	41	100%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	0	–
Multiracial	–	0	–
White	✓	41	100%
English Language Learner	–	0	–
Students with Disabilities	–	0	–
Economically Disadvantaged	–	11	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

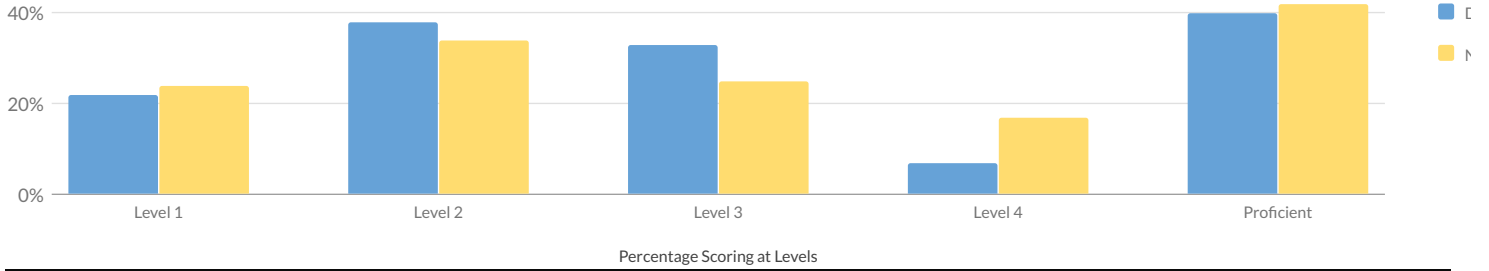


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	58	8	14%	50	86%	4	8%	19	38%	27	54%	0	0%	27	54%
Grade 4	60	2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%
Grade 5	64	6	9%	58	91%	12	21%	22	38%	17	29%	7	12%	24	41%
Grade 6	53	3	6%	50	94%	10	20%	12	24%	10	20%	18	36%	28	56%
Grade 7	66	8	12%	58	88%	8	14%	17	29%	23	40%	10	17%	33	57%
Grade 8	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%
Grades 3-8	368	32	9%	336	91%	52	15%	119	35%	120	36%	45	13%	165	49%

GRADE 4 ELA RESULTS

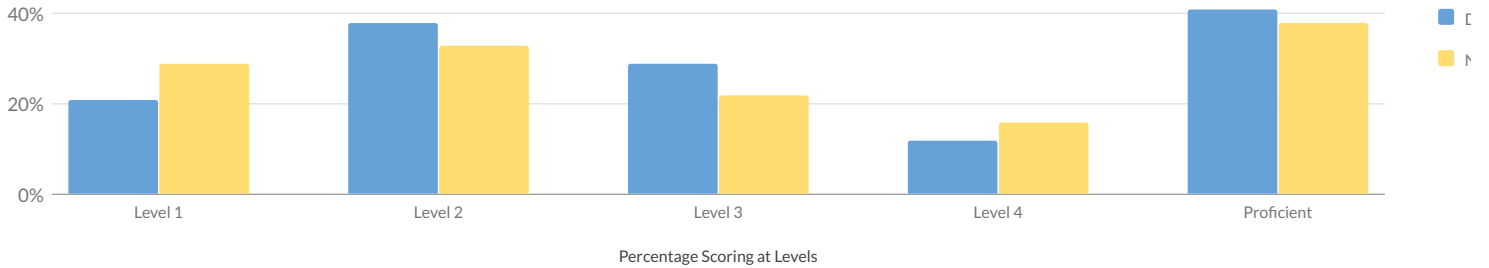
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60		2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%
Female	25		2	8%	23	92%	4	17%	10	43%	8	35%	1	4%	9	39%
Male	35		0	0%	35	100%	9	26%	12	34%	11	31%	3	9%	14	40%
General Education Students	58		2	3%	56	97%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2		0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	59		2	3%	57	97%	–	–	–	–	–	–	–	–	–	–
Multiracial	1		0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total	60		2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%
Economically Disadvantaged	17		1	6%	16	94%	4	25%	7	44%	4	25%	1	6%	5	31%
Not Economically Disadvantaged	43		1	2%	42	98%	9	21%	15	36%	15	36%	3	7%	18	43%
Non-English Language Learner	60		2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%
Not in Foster Care	60		2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%
Homeless	1		0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	59		2	3%	57	97%	–	–	–	–	–	–	–	–	–	–
Not Migrant	60		2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%
Parent Not in Armed Forces	60		2	3%	58	97%	13	22%	22	38%	19	33%	4	7%	23	40%

GRADE 5 ELA RESULTS

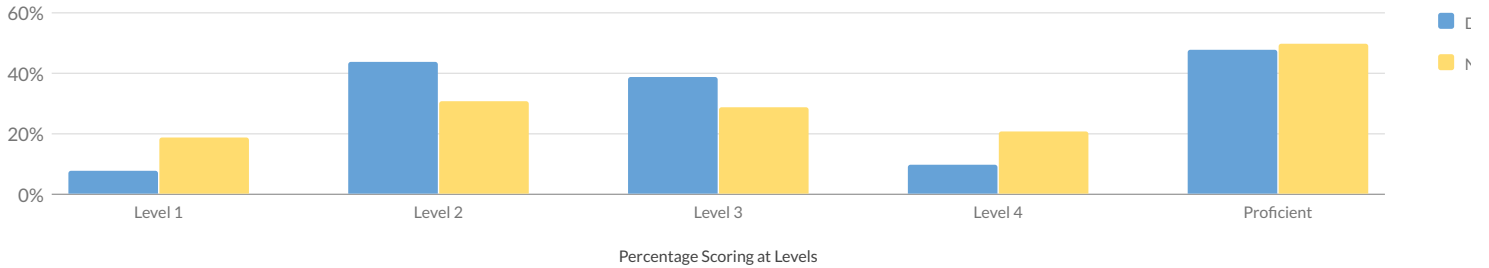
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	6	9%	58	91%	12	21%	22	38%	17	29%	7	12%	24	41%
Female	34	3	9%	31	91%	6	19%	13	42%	8	26%	4	13%	12	39%
Male	30	3	10%	27	90%	6	22%	9	33%	9	33%	3	11%	12	44%
General Education Students	55	3	5%	52	95%	8	15%	20	38%	17	33%	7	13%	24	46%
Students with Disabilities	9	3	33%	6	67%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	63	6	10%	57	90%	—	—	—	—	—	—	—	—	—	—
Small Group Total	64	6	9%	58	91%	12	21%	22	38%	17	29%	7	12%	24	41%
Economically Disadvantaged	27	3	11%	24	89%	9	38%	8	33%	4	17%	3	13%	7	29%
Not Economically Disadvantaged	37	3	8%	34	92%	3	9%	14	41%	13	38%	4	12%	17	50%
Non-English Language Learner	64	6	9%	58	91%	12	21%	22	38%	17	29%	7	12%	24	41%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	6	10%	57	90%	—	—	—	—	—	—	—	—	—	—
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	6	10%	56	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	6	9%	58	91%	12	21%	22	38%	17	29%	7	12%	24	41%
Parent Not in Armed Forces	64	6	9%	58	91%	12	21%	22	38%	17	29%	7	12%	24	41%

GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

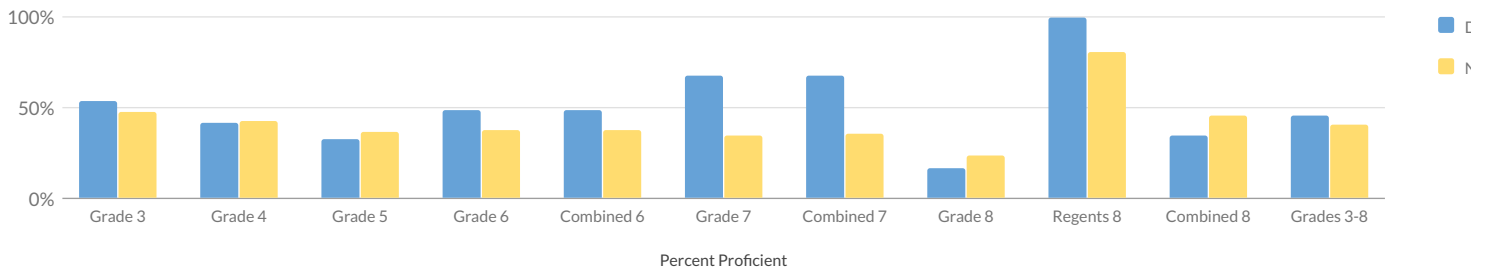


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%
Female	30	3	10%	27	90%	2	7%	10	37%	12	44%	3	11%	15	56%
Male	37	2	5%	35	95%	3	9%	17	49%	12	34%	3	9%	15	43%
General Education Students	58	4	7%	54	93%	2	4%	22	41%	24	44%	6	11%	30	56%
Students with Disabilities	9	1	11%	8	89%	3	38%	5	63%	0	0%	0	0%	0	0%
White	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%
Economically Disadvantaged	28	4	14%	24	86%	2	8%	11	46%	11	46%	0	0%	11	46%
Not Economically Disadvantaged	39	1	3%	38	97%	3	8%	16	42%	13	34%	6	16%	19	50%
Non-English Language Learner	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%
Not in Foster Care	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	66	5	8%	61	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%
Parent Not in Armed Forces	67	5	7%	62	93%	5	8%	27	44%	24	39%	6	10%	30	48%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	58	93%	4	7%	54	93%	7	13%	18	33%	20	37%	9	17%	29	54%
Grade 4	60	95%	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%
Grade 5	64	89%	7	11%	57	89%	26	46%	12	21%	11	19%	8	14%	19	33%
Grade 6	54	91%	5	9%	49	91%	16	33%	9	18%	16	33%	8	16%	24	49%
Combined 6	54	91%	5	9%	49	91%	16	33%	9	18%	16	33%	8	16%	24	49%
Grade 7	64	83%	11	17%	53	83%	5	9%	12	23%	16	30%	20	38%	36	68%
Combined 7	64	83%	11	17%	53	83%	5	9%	12	23%	16	30%	20	38%	36	68%
Grade 8	67	70%	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%
Regents 8	—	0%	0	0%	13	19%	0	0%	0	0%	3	23%	10	77%	13	100%
Combined 8	67	90%	7	10%	60	90%	12	20%	27	45%	11	18%	10	17%	21	35%
Grades 3-8	367	90%	37	10%	330	90%	83	25%	94	28%	85	26%	68	21%	153	46%

See report card Glossary and Guide for criteria used to include students in this table.

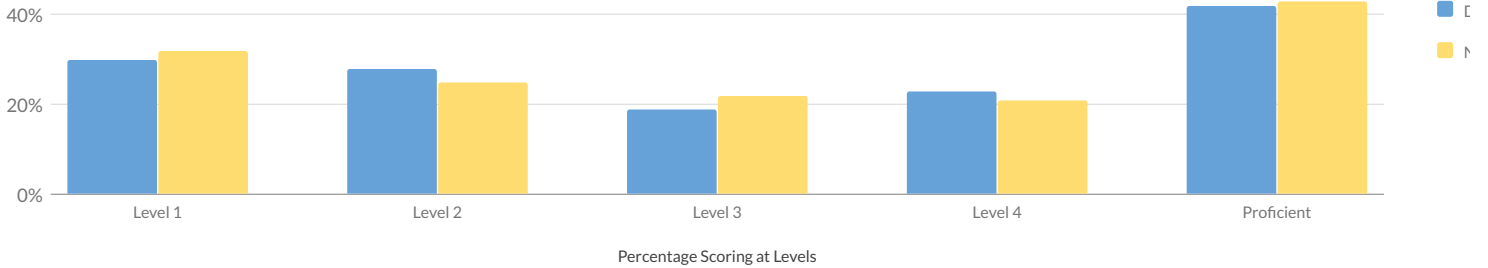
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 4 MATH RESULTS

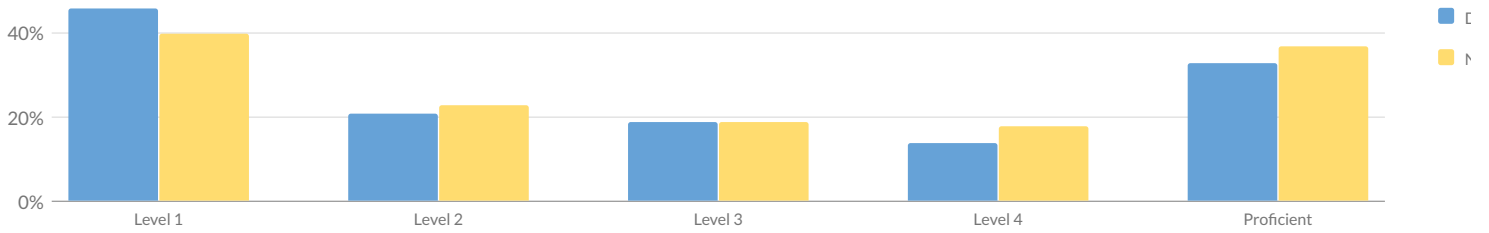
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%
Female	25	3	12%	22	88%	9	41%	6	27%	5	23%	2	9%	7	32%
Male	35	0	0%	35	100%	8	23%	10	29%	6	17%	11	31%	17	49%
General Education Students	58	3	5%	55	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	59	3	5%	56	95%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%
Economically Disadvantaged	17	1	6%	16	94%	7	44%	6	38%	2	13%	1	6%	3	19%
Not Economically Disadvantaged	43	2	5%	41	95%	10	24%	10	24%	9	22%	12	29%	21	51%
Non-English Language Learner	60	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%
Not in Foster Care	60	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	3	5%	56	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%
Parent Not in Armed Forces	60	3	5%	57	95%	17	30%	16	28%	11	19%	13	23%	24	42%

GRADE 5 MATH RESULTS

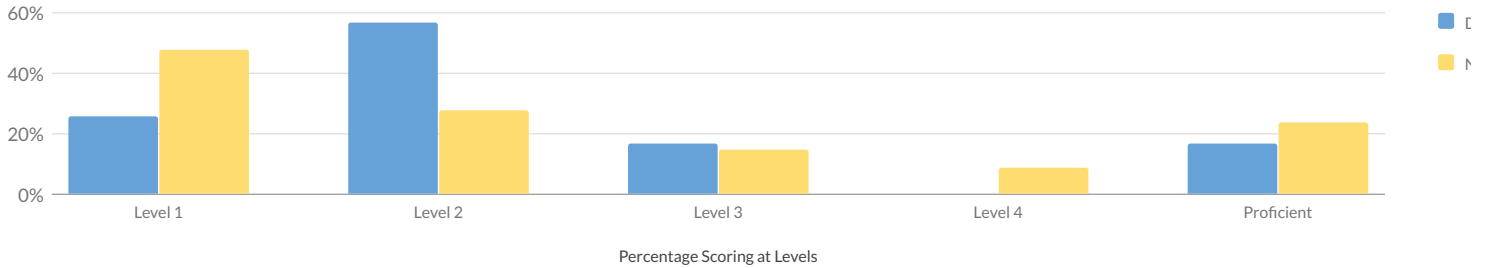
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	7	11%	57	89%	26	46%	12	21%	11	19%	8	14%	19	33%
Female	34	4	12%	30	88%	15	50%	6	20%	4	13%	5	17%	9	30%
Male	30	3	10%	27	90%	11	41%	6	22%	7	26%	3	11%	10	37%
General Education Students	55	3	5%	52	95%	21	40%	12	23%	11	21%	8	15%	19	37%
Students with Disabilities	9	4	44%	5	56%	5	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	63	7	11%	56	89%	–	–	–	–	–	–	–	–	–	–
Small Group Total	64	7	11%	57	89%	26	46%	12	21%	11	19%	8	14%	19	33%
Economically Disadvantaged	27	4	15%	23	85%	14	61%	3	13%	4	17%	2	9%	6	26%
Not Economically Disadvantaged	37	3	8%	34	92%	12	35%	9	26%	7	21%	6	18%	13	38%
Non-English Language Learner	64	7	11%	57	89%	26	46%	12	21%	11	19%	8	14%	19	33%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	63	7	11%	56	89%	–	–	–	–	–	–	–	–	–	–
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	62	6	10%	56	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	64	7	11%	57	89%	26	46%	12	21%	11	19%	8	14%	19	33%
Parent Not in Armed Forces	64	7	11%	57	89%	26	46%	12	21%	11	19%	8	14%	19	33%

GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

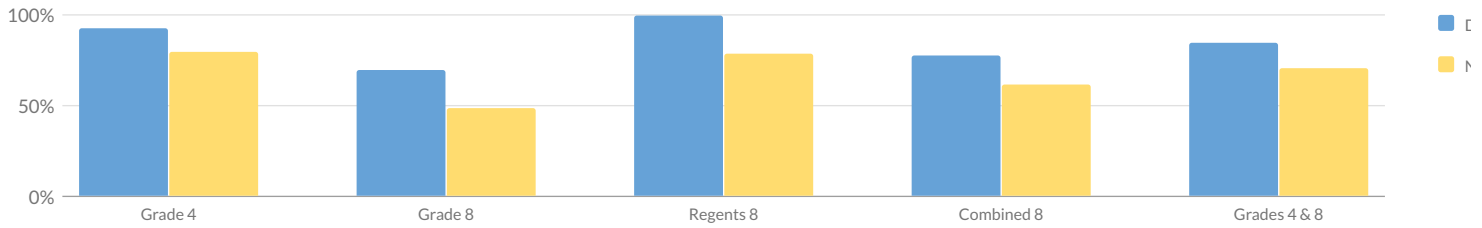


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%
Female	30	10	33%	20	67%	6	30%	10	50%	4	20%	0	0%	4	20%
Male	37	10	27%	27	73%	6	22%	17	63%	4	15%	0	0%	4	15%
General Education Students	58	19	33%	39	67%	5	13%	26	67%	8	21%	0	0%	8	21%
Students with Disabilities	9	1	11%	8	89%	7	88%	1	13%	0	0%	0	0%	0	0%
White	67	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%
Economically Disadvantaged	28	7	25%	21	75%	6	29%	11	52%	4	19%	0	0%	4	19%
Not Economically Disadvantaged	39	13	33%	26	67%	6	23%	16	62%	4	15%	0	0%	4	15%
Non-English Language Learner	67	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%
Not in Foster Care	67	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	66	20	30%	46	70%	–	–	–	–	–	–	–	–	–	–
Not Migrant	67	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%
Parent Not in Armed Forces	67	20	30%	47	70%	12	26%	27	57%	8	17%	0	0%	8	17%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	60	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%
Grade 8	66	20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%
Regents 8	—	0	0%	17	26%	0	0%	0	0%	4	24%	13	76%	17	100%
Combined 8	66	3	5%	63	95%	2	3%	12	19%	31	49%	18	29%	49	78%
Grades 4 & 8	126	5	4%	121	96%	2	2%	16	13%	52	43%	51	42%	103	85%

See report card Glossary and Guide for criteria used to include students in this table.

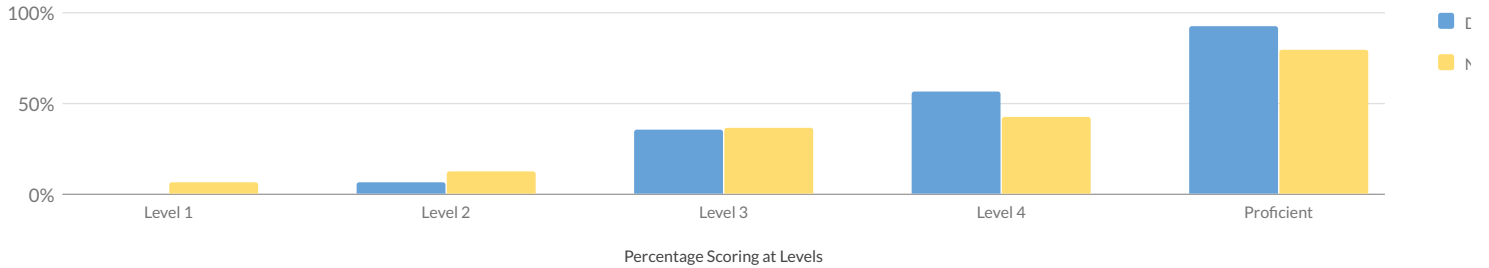
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 4 SCIENCE RESULTS

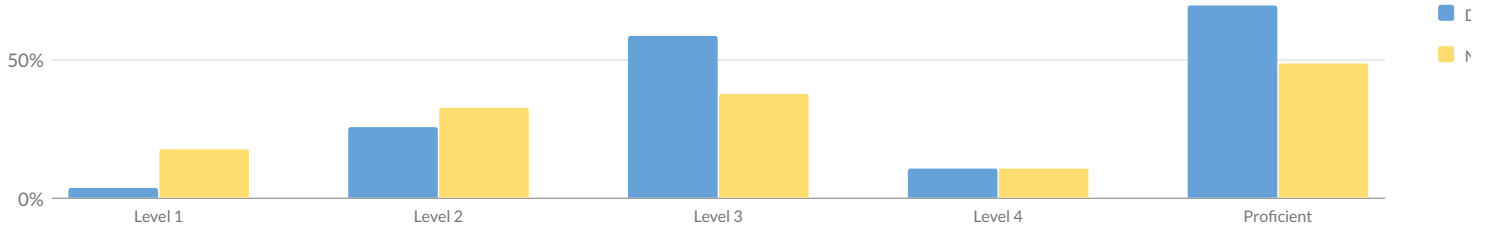
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	100%	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%
Female	25	100%	2	8%	23	92%	0	0%	1	4%	13	57%	9	39%	22	96%
Male	35	100%	0	0%	35	100%	0	0%	3	9%	8	23%	24	69%	32	91%
General Education Students	58	100%	2	3%	56	97%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	100%	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	59	100%	2	3%	57	97%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	100%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total	60	100%	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%
Economically Disadvantaged	17	100%	1	6%	16	94%	0	0%	1	6%	8	50%	7	44%	15	94%
Not Economically Disadvantaged	43	100%	1	2%	42	98%	0	0%	3	7%	13	31%	26	62%	39	93%
Non-English Language Learner	60	100%	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%
Not in Foster Care	60	100%	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%
Homeless	1	100%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	59	100%	2	3%	57	97%	-	-	-	-	-	-	-	-	-	-
Not Migrant	60	100%	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%
Parent Not in Armed Forces	60	100%	2	3%	58	97%	0	0%	4	7%	21	36%	33	57%	54	93%

GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



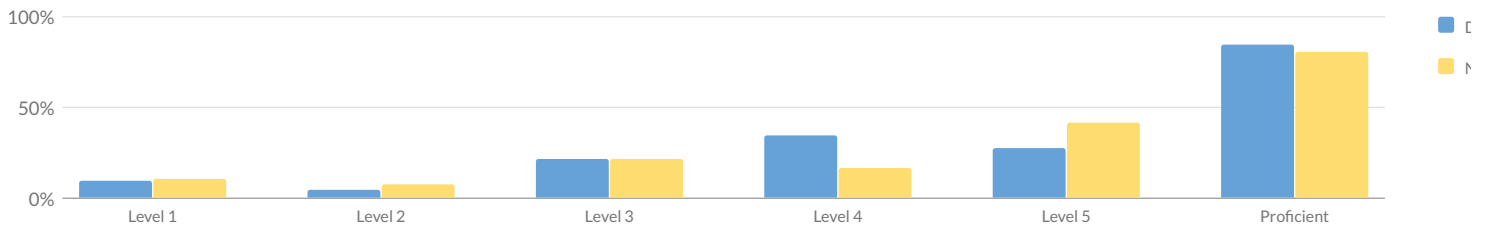
Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66		20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%
Female	30		12	40%	18	60%	0	0%	7	39%	9	50%	2	11%	11	61%
Male	36		8	22%	28	78%	2	7%	5	18%	18	64%	3	11%	21	75%
General Education Students	57		19	33%	38	67%	1	3%	8	21%	24	63%	5	13%	29	76%
Students with Disabilities	9		1	11%	8	89%	1	13%	4	50%	3	38%	0	0%	3	38%
White	66		20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%
Economically Disadvantaged	27		8	30%	19	70%	2	11%	4	21%	11	58%	2	11%	13	68%
Not Economically Disadvantaged	39		12	31%	27	69%	0	0%	8	30%	16	59%	3	11%	19	70%
Non-English Language Learner	66		20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%
Not in Foster Care	66		20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%
Homeless	1		0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	65		20	31%	45	69%	–	–	–	–	–	–	–	–	–	–
Not Migrant	66		20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%
Parent Not in Armed Forces	66		20	30%	46	70%	2	4%	12	26%	27	59%	5	11%	32	70%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Percentage Scoring at Levels

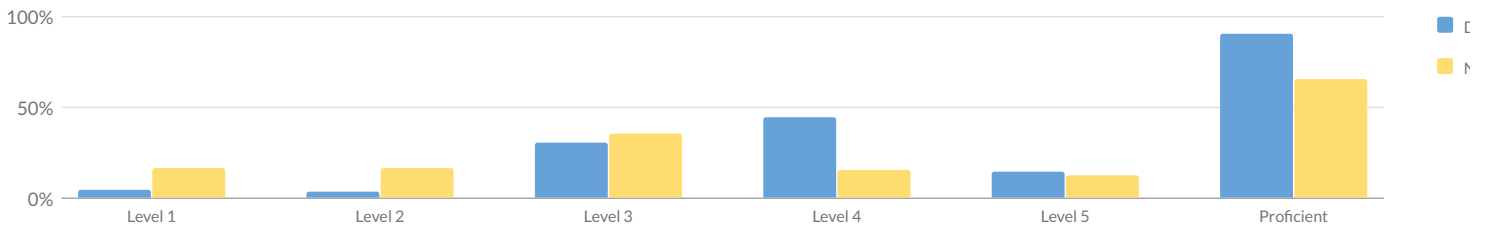
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%
Female	29	0	0%	2	7%	2	7%	12	41%	13	45%	27	93%
Male	31	6	19%	1	3%	11	35%	9	29%	4	13%	24	77%
General Education Students	53	3	6%	2	4%	10	19%	21	40%	17	32%	48	91%
Students with Disabilities	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
White	57	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%
Economically Disadvantaged	10	1	10%	0	0%	4	40%	4	40%	1	10%	9	90%
Not Economically Disadvantaged	50	5	10%	3	6%	9	18%	17	34%	16	32%	42	84%
Non-English Language Learner	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%
Not in Foster Care	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%
Not Homeless	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%
Not Migrant	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%
Parent Not in Armed Forces	60	6	10%	3	5%	13	22%	21	35%	17	28%	51	85%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Male	2	2	100	0	0
Students with Disabilities	2	2	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

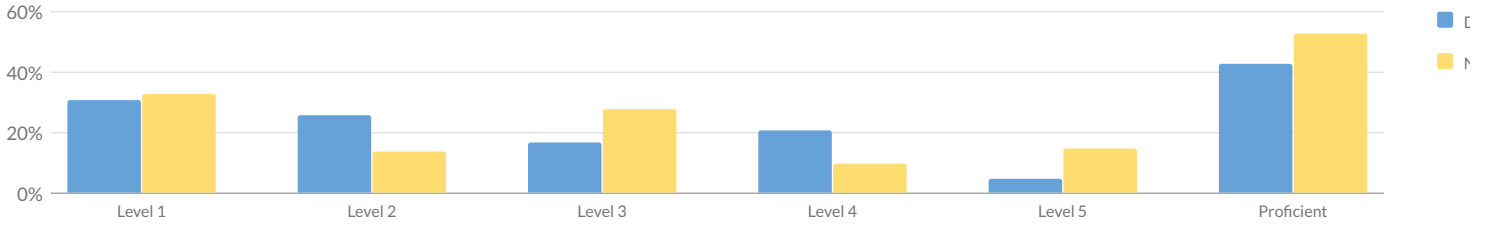
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%
Female	26	0	0%	1	4%	6	23%	15	58%	4	15%	25	96%
Male	29	3	10%	1	3%	11	38%	10	34%	4	14%	25	86%
General Education Students	49	1	2%	1	2%	15	31%	24	49%	8	16%	47	96%
Students with Disabilities	6	2	33%	1	17%	2	33%	1	17%	0	0%	3	50%
White	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%
Economically Disadvantaged	14	1	7%	1	7%	3	21%	9	64%	0	0%	12	86%
Not Economically Disadvantaged	41	2	5%	1	2%	14	34%	16	39%	8	20%	38	93%
Non-English Language Learner	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%
Not in Foster Care	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%
Not Homeless	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%
Not Migrant	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%
Parent Not in Armed Forces	55	3	5%	2	4%	17	31%	25	45%	8	15%	50	91%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Female	1	1	100	0	0
Male	2	2	100	0	0
General Education Students	3	3	100	0	0
White	3	3	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

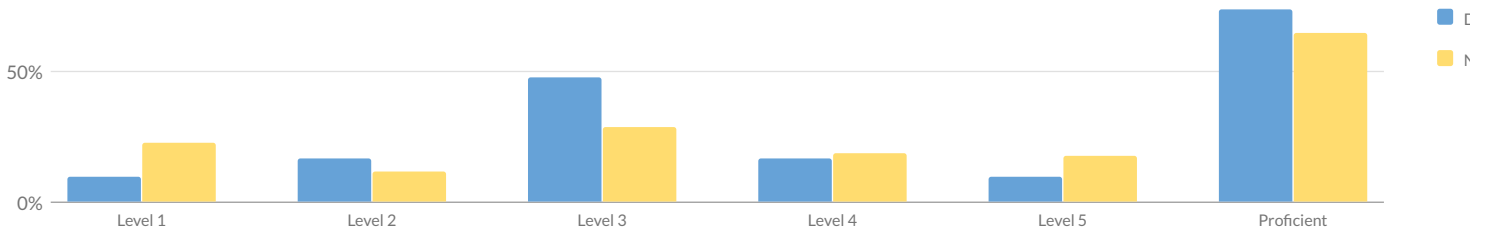
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%
Female	22	8	36%	4	18%	3	14%	5	23%	2	9%	10	45%
Male	20	5	25%	7	35%	4	20%	4	20%	0	0%	8	40%
General Education Students	40	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	40	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%
Economically Disadvantaged	9	2	22%	5	56%	0	0%	2	22%	0	0%	2	22%
Not Economically Disadvantaged	33	11	33%	6	18%	7	21%	7	21%	2	6%	16	48%
Non-English Language Learner	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%
Not in Foster Care	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%
Not Migrant	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%
Parent Not in Armed Forces	42	13	31%	11	26%	7	17%	9	21%	2	5%	18	43%

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Female	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Homeless	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

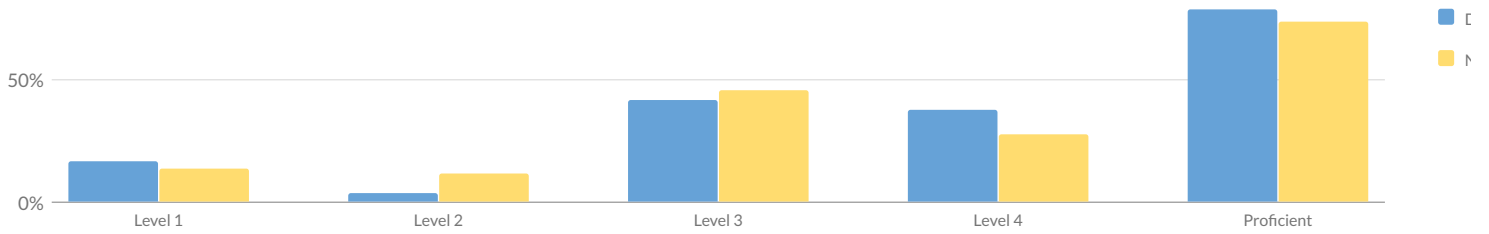
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Female	23	1	4%	5	22%	12	52%	5	22%	0	0%	17	74%
Male	19	3	16%	2	11%	8	42%	2	11%	4	21%	14	74%
General Education Students	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	39	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Economically Disadvantaged	5	0	0%	3	60%	2	40%	0	0%	0	0%	2	40%
Not Economically Disadvantaged	37	4	11%	4	11%	18	49%	7	19%	4	11%	29	78%
Non-English Language Learner	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Not in Foster Care	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Not Homeless	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Not Migrant	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%
Parent Not in Armed Forces	42	4	10%	7	17%	20	48%	7	17%	4	10%	31	74%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



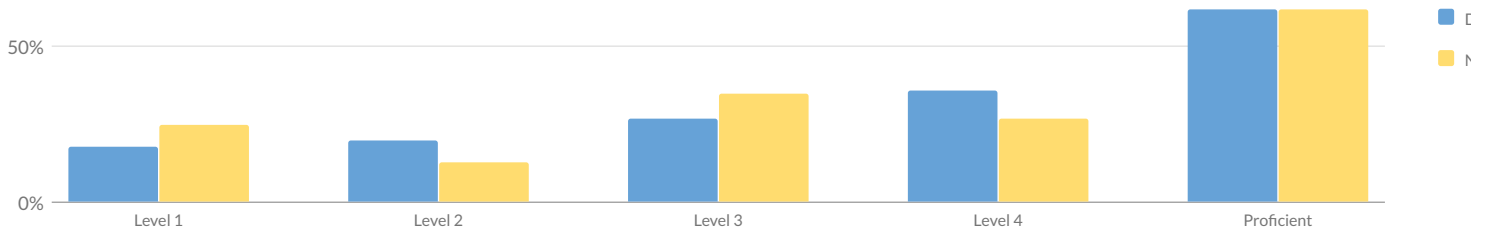
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	72	12	17%	3	4%	30	42%	27	38%	57	79%
Female	33	2	6%	2	6%	18	55%	11	33%	29	88%
Male	39	10	26%	1	3%	12	31%	16	41%	28	72%
General Education Students	62	8	13%	1	2%	26	42%	27	44%	53	85%
Students with Disabilities	10	4	40%	2	20%	4	40%	0	0%	4	40%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	69	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	72	12	17%	3	4%	30	42%	27	38%	57	79%
Economically Disadvantaged	29	6	21%	2	7%	14	48%	7	24%	21	72%
Not Economically Disadvantaged	43	6	14%	1	2%	16	37%	20	47%	36	84%
Non-English Language Learner	72	12	17%	3	4%	30	42%	27	38%	57	79%
Not in Foster Care	72	12	17%	3	4%	30	42%	27	38%	57	79%
Not Homeless	72	12	17%	3	4%	30	42%	27	38%	57	79%
Not Migrant	72	12	17%	3	4%	30	42%	27	38%	57	79%
Parent Not in Armed Forces	72	12	17%	3	4%	30	42%	27	38%	57	79%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Female	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

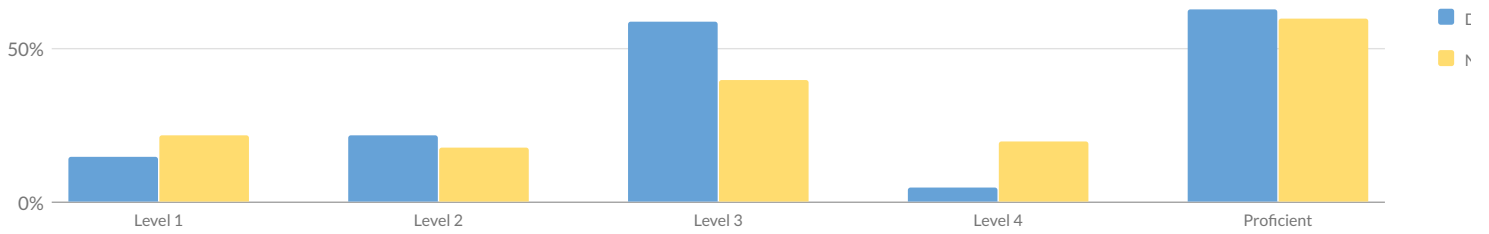
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



Percentage Scoring at Levels

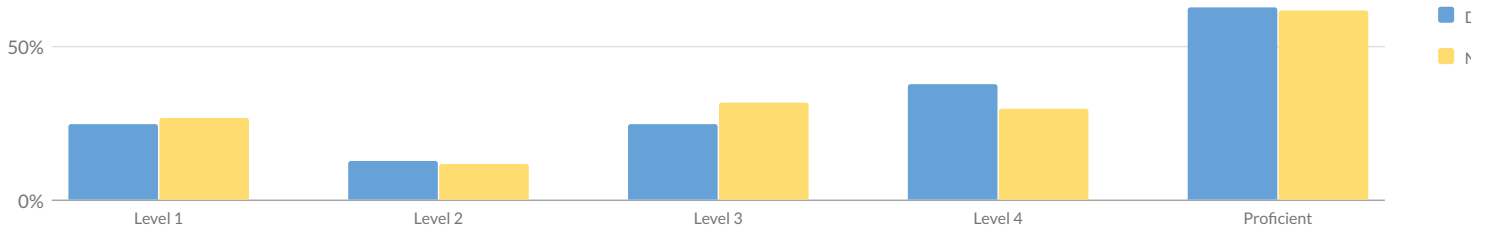
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	45	8	18%	9	20%	12	27%	16	36%	28	62%
Female	23	3	13%	3	13%	7	30%	10	43%	17	74%
Male	22	5	23%	6	27%	5	23%	6	27%	11	50%
General Education Students	42	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	45	8	18%	9	20%	12	27%	16	36%	28	62%
Economically Disadvantaged	10	4	40%	1	10%	3	30%	2	20%	5	50%
Not Economically Disadvantaged	35	4	11%	8	23%	9	26%	14	40%	23	66%
Non-English Language Learner	45	8	18%	9	20%	12	27%	16	36%	28	62%
Not in Foster Care	45	8	18%	9	20%	12	27%	16	36%	28	62%
Not Homeless	45	8	18%	9	20%	12	27%	16	36%	28	62%
Not Migrant	45	8	18%	9	20%	12	27%	16	36%	28	62%
Parent Not in Armed Forces	45	8	18%	9	20%	12	27%	16	36%	28	62%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	41	6	15%	9	22%	24	59%	2	5%	26	63%
Female	22	5	23%	4	18%	13	59%	0	0%	13	59%
Male	19	1	5%	5	26%	11	58%	2	11%	13	68%
General Education Students	40	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	39	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	41	6	15%	9	22%	24	59%	2	5%	26	63%
Economically Disadvantaged	5	2	40%	1	20%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	36	4	11%	8	22%	22	61%	2	6%	24	67%
Non-English Language Learner	41	6	15%	9	22%	24	59%	2	5%	26	63%
Not in Foster Care	41	6	15%	9	22%	24	59%	2	5%	26	63%
Not Homeless	41	6	15%	9	22%	24	59%	2	5%	26	63%
Not Migrant	41	6	15%	9	22%	24	59%	2	5%	26	63%
Parent Not in Armed Forces	41	6	15%	9	22%	24	59%	2	5%	26	63%

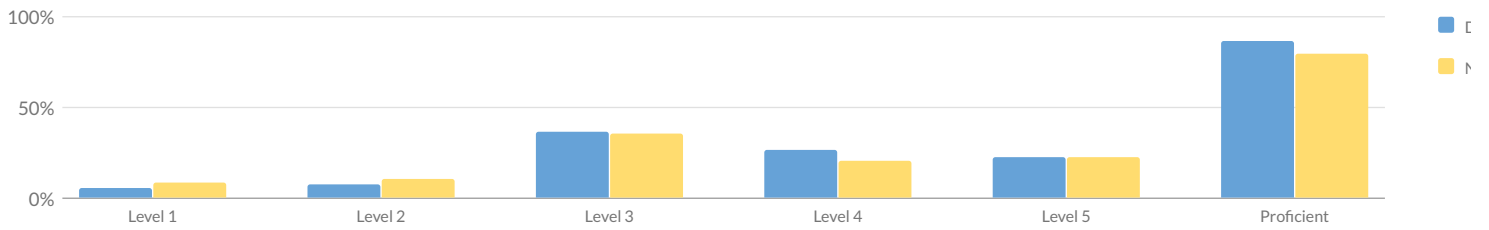
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	8	2	25%	1	13%	2	25%	3	38%	5	63%
Female	6	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
General Education Students	8	2	25%	1	13%	2	25%	3	38%	5	63%
White	8	2	25%	1	13%	2	25%	3	38%	5	63%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	8	2	25%	1	13%	2	25%	3	38%	5	63%
Not in Foster Care	8	2	25%	1	13%	2	25%	3	38%	5	63%
Not Homeless	8	2	25%	1	13%	2	25%	3	38%	5	63%
Not Migrant	8	2	25%	1	13%	2	25%	3	38%	5	63%
Parent Not in Armed Forces	8	2	25%	1	13%	2	25%	3	38%	5	63%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%
Female	22	0	0%	0	0%	10	45%	6	27%	6	27%	22	100%
Male	30	3	10%	4	13%	9	30%	8	27%	6	20%	23	77%
General Education Students	46	1	2%	4	9%	16	35%	13	28%	12	26%	41	89%
Students with Disabilities	6	2	33%	0	0%	3	50%	1	17%	0	0%	4	67%
White	51	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%
Economically Disadvantaged	12	1	8%	3	25%	4	33%	2	17%	2	17%	8	67%
Not Economically Disadvantaged	40	2	5%	1	3%	15	38%	12	30%	10	25%	37	93%
Non-English Language Learner	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%
Not in Foster Care	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%
Not Homeless	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%
Not Migrant	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%
Parent Not in Armed Forces	52	3	6%	4	8%	19	37%	14	27%	12	23%	45	87%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	61
Female	29
Male	32
General Education Students	54
Students with Disabilities	7
Asian or Native Hawaiian/Other Pacific Islander	1
Black or African American	1
White	58
Multiracial	1
Economically Disadvantaged	14
Not Economically Disadvantaged	47
Non-English Language Learner	61
Not in Foster Care	61
Not Homeless	61
Not Migrant	61
Parent Not in Armed Forces	61

See report card Glossary and Guide for criteria used to include students in this table.

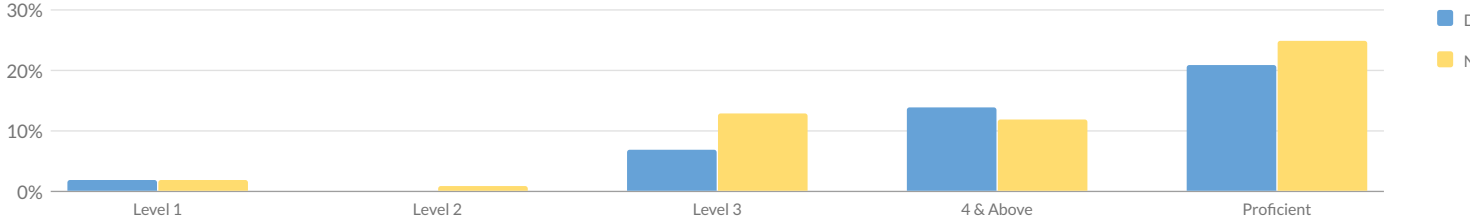
TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%
Female	33	22	67%	11	33%	1	3%	0	0%	3	9%	7	21%	10	30%
Male	24	22	92%	2	8%	0	0%	0	0%	1	4%	1	4%	2	8%
General Education Students	49	37	76%	12	24%	1	2%	0	0%	3	6%	8	16%	11	22%
Students with Disabilities	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
White	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%	12	21%
Economically Disadvantaged	16	13	81%	3	19%	0	0%	0	0%	1	6%	2	13%	3	19%
Not Economically Disadvantaged	41	31	76%	10	24%	1	2%	0	0%	3	7%	6	15%	9	22%
Non-English Language Learner	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%	12	21%
Not in Foster Care	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%	12	21%
Not Homeless	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%	12	21%
Not Migrant	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%	12	21%
Parent Not in Armed Forces	57	44	77%	13	23%	1	2%	0	0%	4	7%	8	14%	12	21%

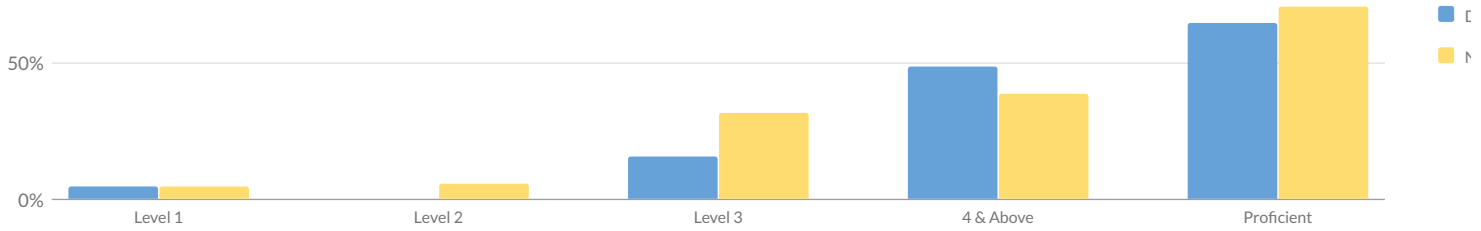
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	51	39	76	12	24
Female	32	22	69	10	31
Male	19	17	89	2	11
General Education Students	46	34	74	12	26
Students with Disabilities	5	5	100	0	0
White	51	39	76	12	24
Economically Disadvantaged	14	11	79	3	21
Not Economically Disadvantaged	37	28	76	9	24
Non-English Language Learner	51	39	76	12	24
Not in Foster Care	51	39	76	12	24
Not Homeless	51	39	76	12	24
Not Migrant	51	39	76	12	24
Parent Not in Armed Forces	51	39	76	12	24

See report card Glossary and Guide for criteria used to include students in this table.

2018 TOTAL COHORT REGENTS IN MATH

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



Percentage Scoring at Levels

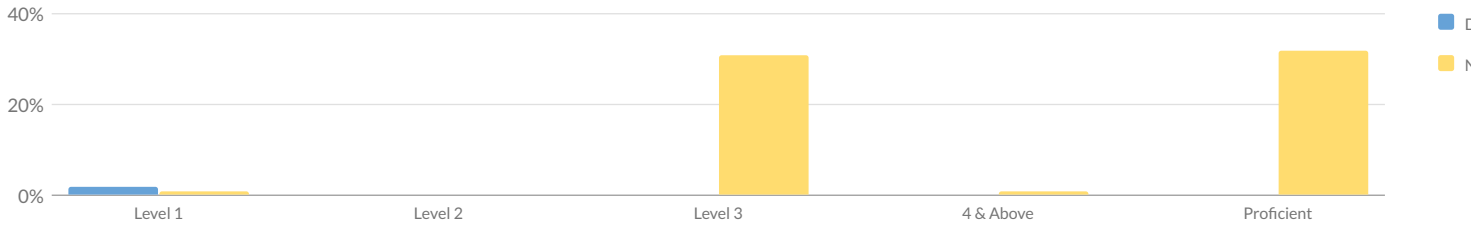
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%
Female	33	7	21%	26	79%	2	6%	0	0%	4	12%	20	61%	24	73%
Male	24	10	42%	14	58%	1	4%	0	0%	5	21%	8	33%	13	54%
General Education Students	49	11	22%	38	78%	1	2%	0	0%	9	18%	28	57%	37	76%
Students with Disabilities	8	6	75%	2	25%	2	25%	0	0%	0	0%	0	0%	0	0%
White	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%
Economically Disadvantaged	16	7	44%	9	56%	0	0%	0	0%	2	13%	7	44%	9	56%
Not Economically Disadvantaged	41	10	24%	31	76%	3	7%	0	0%	7	17%	21	51%	28	68%
Non-English Language Learner	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%
Not in Foster Care	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%
Not Homeless	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%
Not Migrant	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%
Parent Not in Armed Forces	57	17	30%	40	70%	3	5%	0	0%	9	16%	28	49%	37	65%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	53	13	25	40	75
Female	32	6	19	26	81
Male	21	7	33	14	67
General Education Students	47	9	19	38	81
Students with Disabilities	6	4	67	2	33
White	53	13	25	40	75
Economically Disadvantaged	14	5	36	9	64
Not Economically Disadvantaged	39	8	21	31	79
Non-English Language Learner	53	13	25	40	75
Not in Foster Care	53	13	25	40	75
Not Homeless	53	13	25	40	75
Not Migrant	53	13	25	40	75
Parent Not in Armed Forces	53	13	25	40	75

See report card Glossary and Guide for criteria used to include students in this table.

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



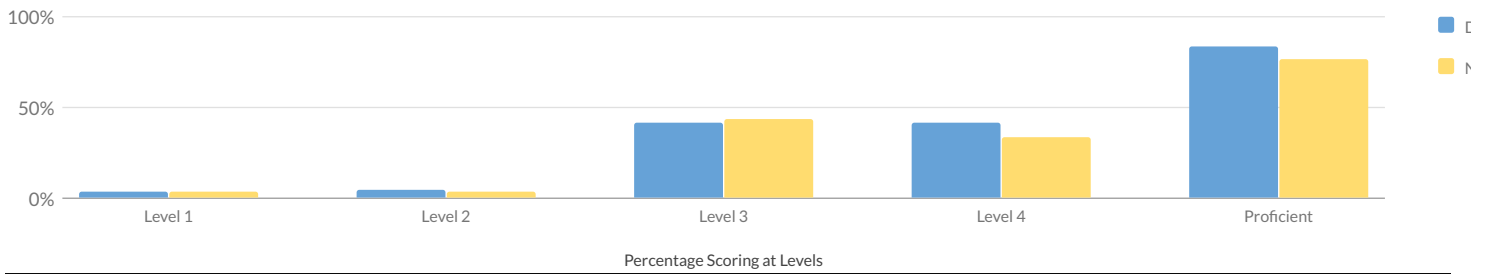
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Female	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	24	23	96%	1	4%	1	4%	0	0%	0	0%	0	0%	0	0%
General Education Students	49	49	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	8	7	88%	1	13%	1	13%	0	0%	0	0%	0	0%	0	0%
White	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	41	40	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Not Homeless	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Not Migrant	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	57	56	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	52	52	100	0	0
Female	32	32	100	0	0
Male	20	20	100	0	0
General Education Students	47	47	100	0	0
Students with Disabilities	5	5	100	0	0
White	52	52	100	0	0
Economically Disadvantaged	14	14	100	0	0
Not Economically Disadvantaged	38	38	100	0	0
Non-English Language Learner	52	52	100	0	0
Not in Foster Care	52	52	100	0	0
Not Homeless	52	52	100	0	0
Not Migrant	52	52	100	0	0
Parent Not in Armed Forces	52	52	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

2018 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

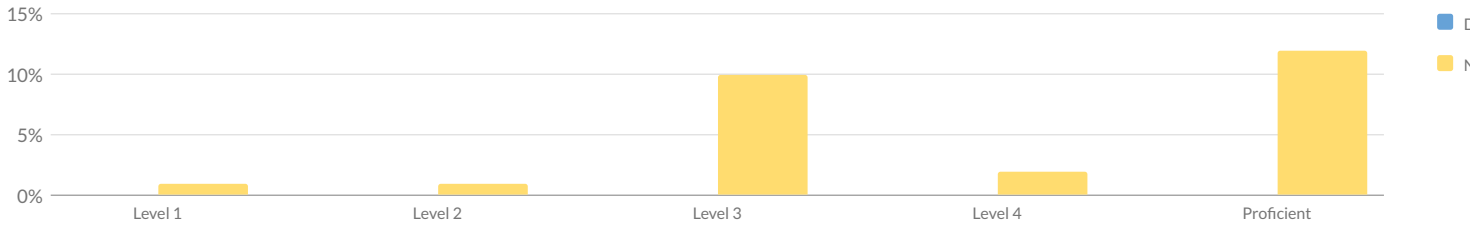
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%
Female	33	1	3%	32	97%	1	3%	1	3%	12	36%	18	55%	30	91%
Male	24	3	13%	21	88%	1	4%	2	8%	12	50%	6	25%	18	75%
General Education Students	49	2	4%	47	96%	0	0%	1	2%	22	45%	24	49%	46	94%
Students with Disabilities	8	2	25%	6	75%	2	25%	2	25%	2	25%	0	0%	2	25%
White	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%
Economically Disadvantaged	16	2	13%	14	88%	1	6%	1	6%	4	25%	8	50%	12	75%
Not Economically Disadvantaged	41	2	5%	39	95%	1	2%	2	5%	20	49%	16	39%	36	88%
Non-English Language Learner	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%
Not in Foster Care	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%
Not Homeless	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%
Not Migrant	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%
Parent Not in Armed Forces	57	4	7%	53	93%	2	4%	3	5%	24	42%	24	42%	48	84%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	52	1	2	51	98
Female	31	1	3	30	97
Male	21	0	0	21	100
General Education Students	47	1	2	46	98
Students with Disabilities	5	0	0	5	100
White	52	1	2	51	98
Economically Disadvantaged	14	0	0	14	100
Not Economically Disadvantaged	38	1	3	37	97
Non-English Language Learner	52	1	2	51	98
Not in Foster Care	52	1	2	51	98
Not Homeless	52	1	2	51	98
Not Migrant	52	1	2	51	98
Parent Not in Armed Forces	52	1	2	51	98

See report card Glossary and Guide for criteria used to include students in this table.

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	49	49	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	41	41	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	52	52	100	0	0
Female	32	32	100	0	0
Male	20	20	100	0	0
General Education Students	47	47	100	0	0
Students with Disabilities	5	5	100	0	0
White	52	52	100	0	0
Economically Disadvantaged	14	14	100	0	0
Not Economically Disadvantaged	38	38	100	0	0
Non-English Language Learner	52	52	100	0	0
Not in Foster Care	52	52	100	0	0
Not Homeless	52	52	100	0	0
Not Migrant	52	52	100	0	0
Parent Not in Armed Forces	52	52	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

See report card Glossary and Guide for criteria used to include students in this table.

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	832	\$739,108	\$888	\$16,554,241	\$19,897	\$17,293,349	\$20,785
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	97	19	20%	2	0	0%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	93	4	4%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total		GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	
Female	33	30	91%	22	67%	8	24%	0	0%	2	6%	0	0%	0	0%	1	3%	
Male	24	19	79%	8	33%	11	46%	0	0%	1	4%	1	4%	0	0%	3	13%	
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
General Education Students	49	46	94%	30	61%	16	33%	0	0%	0	0%	0	0%	0	0%	3	6%	
Students with Disabilities	8	3	38%	0	0%	3	38%	0	0%	3	38%	1	13%	0	0%	1	13%	
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
White	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Economically Disadvantaged	16	12	75%	6	38%	6	38%	0	0%	1	6%	0	0%	0	0%	3	19%	
Not Economically Disadvantaged	41	37	90%	24	59%	13	32%	0	0%	2	5%	1	2%	0	0%	1	2%	
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Non-English Language Learner	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Not in Foster Care	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Not Homeless	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Not Migrant	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Parent Not in Armed Forces	57	49	86%	30	53%	19	33%	0	0%	3	5%	1	2%	0	0%	4	7%	

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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HOME OF THE
GOLDEN EAGLES

DISTRICT FISCAL ACCOUNTABILITY SUMMARY

This district did not submit a complete set of school and district expenditure data by the deadline for the 2020-21 school year. Please contact district administration for questions regarding per pupil building level expenditures.

The 2021-22 data is not publicly available (and in embargo) as of publishing of this document on April 29, 2022.

Galway CSD 2023-24 Budget Book



HOME OF THE
GOLDEN EAGLES

EXEMPTION REPORT

Galway CSD 2023-24 Budget Book

Exemption Impact Report

Galway Central School District

Broadalbin SWIS Code - 172289		Equalized Total Assessed Value 2,063,075.59	Total Assessed Value 1,310,053.00	Uniform Percentage 63.50
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
172289	STAR B	3	105,118.11	5.10
172289	STAR Check (STAR)	1	35,039.37	1.70
172289	STAR EN	1	87,496.06	4.24
		5	227,653.54	11.03

Exemption Impact Report

Galway Central School District

Perth SWIS Code - 173600	Equalized Total Assessed Value 29,060,882.42	Total Assessed Value 11,987,614.00	Uniform Percentage 41.25	
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
173600	IN AG DIST (IN A)	1	23,983.03	0.08
173600	SENIOR/ALL (SENI)	1	109,090.91	0.38
173600	SENIOR/SCH (SENI)	5	391,871.52	1.35
173600	STAR B	54	1,782,981.82	6.14
173600	STAR Check (STAR)	15	495,272.73	1.70
173600	STAR EN	25	2,058,392.73	7.08
173600	VET COM S (VET)	7	70,000.00	0.24
173600	VET DIS S (VET)	2	40,000.00	0.14
173600	VET WAR S (VET)	10	60,000.00	0.21
		120	5,031,592.73	17.31

Exemption Impact Report

Galway Central School District

Amsterdam SWIS Code - 272089		Equalized Total Assessed Value 1,072,925.00	Total Assessed Value 85,834.00	Uniform Percentage 8.00
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
272089	STAR B	2	67,500.00	6.29
272089	STAR EN	1	84,250.00	7.85
272089	VET COM S (VET)	1	22,500.00	2.10
272089	VET DIS S (VET)	1	36,000.00	3.36
		5	210,250.00	19.60

Exemption Impact Report

Galway Central School District

Charlton SWIS Code - 412200		Equalized Total Assessed Value 108,398,046.03	Total Assessed Value 68,290,769.00	Uniform Percentage 63.00
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
412200	AG 10 YEAR (AG 1)	5	756,825.40	0.70
412200	AG DISTRIC (AG D)	61	3,554,766.67	3.28
412200	AG LANDS (AG L)	4	323,712.70	0.30
412200	AGED - ALL (AGED)	1	179,285.71	0.17
412200	AGED S (AGED)	6	587,342.86	0.54
412200	AGED T&S (AGED)	2	168,650.79	0.16
412200	FORST LND (FORS)	3	266,974.60	0.25
412200	Mass Telec (Mass)	1	1,055.56	0.00
412200	STAR B	117	4,527,714.29	4.18
412200	STAR Check (STAR)	53	2,051,015.87	1.89
412200	STAR EN	46	4,354,333.33	4.02
412200	VETCOM CTS (VETC)	16	172,698.41	0.16
412200	VETDIS CTS (VETD)	9	169,839.68	0.16
412200	VETWAR CTS (VETW)	21	136,000.00	0.13
		345	17,250,215.87	15.91

Exemption Impact Report

Galway Central School District

Galway SWIS Code - 413201		Equalized Total Assessed Value 15,265,090.00	Total Assessed Value 13,738,581.00	Uniform Percentage 90.00
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
413201	AG DISTRIC (AG D)	1	5,568.89	0.04
413201	AGED S (AGED)	1	14,522.22	0.10
413201	AGED T&S (AGED)	3	249,722.22	1.64
413201	STAR B	19	756,833.33	4.96
413201	STAR Check (STAR)	5	199,166.67	1.30
413201	STAR EN	11	1,019,822.22	6.68
		40	2,245,635.56	14.71

Exemption Impact Report

Galway Central School District

Galway SWIS Code - 413289	Equalized Total Assessed Value 516,099,245.56	Total Assessed Value 464,489,321.00	Uniform Percentage 90.00	
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
413289	AG 10 YEAR (AG 1)	1	63,333.33	0.01
413289	AG DISTRIC (AG D)	67	3,621,805.56	0.70
413289	AG LANDS (AG L)	8	141,836.67	0.03
413289	AGED - ALL (AGED)	10	860,625.56	0.17
413289	AGED S (AGED)	35	2,834,031.11	0.55
413289	AGED T&S (AGED)	8	945,378.89	0.18
413289	CLERGY (CLER)	6	10,000.00	0.00
413289	STAR B	524	20,856,700.00	4.04
413289	STAR Check (STAR)	265	10,548,222.22	2.04
413289	STAR EN	271	26,130,441.11	5.06
413289	VET COM S (VET)	48	533,333.33	0.10
413289	VET DIS S (VET)	14	283,661.11	0.05
413289	VET WAR S (VET)	48	319,583.33	0.06
413289	VETCOM CTS (VETC)	30	333,333.33	0.06
413289	VETDIS CTS (VETD)	27	595,216.67	0.12
413289	VETWAR CTS (VETW)	55	366,666.67	0.07
		1417	68,444,168.89	13.26

Exemption Impact Report

Galway Central School District

Milton SWIS Code - 414289	Equalized Total Assessed Value 34,919,681.05	Total Assessed Value 26,713,556.00	Uniform Percentage 76.50	
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
414289	AG LANDS (AG L)	8	120,664.05	0.35
414289	AGED - ALL (AGED)	2	86,186.93	0.25
414289	AGED S (AGED)	1	81,699.35	0.23
414289	Mass Telec (Mass)	8	25,983.01	0.07
414289	STAR B	40	1,572,980.39	4.50
414289	STAR Check (STAR)	15	597,450.98	1.71
414289	STAR EN	17	1,623,202.61	4.65
414289	VET COM S (VET)	4	44,444.44	0.13
414289	VET DIS S (VET)	3	66,666.67	0.19
414289	VET WAR S (VET)	7	46,666.67	0.13
		105	4,265,945.10	12.22

Exemption Impact Report

Galway Central School District

Providence SWIS Code - 414800		Equalized Total Assessed Value 187,863,460.65	Total Assessed Value 145,594,182.00	Uniform Percentage 77.50
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
414800	AGED - ALL (AGED)	10	769,045.16	0.41
414800	AGED T&S (AGED)	22	1,352,449.03	0.72
414800	FISHER ACT (FISH)	4	66,916.13	0.04
414800	FORST LND (FORS)	3	263,597.42	0.14
414800	Mass Telec (Mass)	1	100,131.61	0.05
414800	STAR B	255	9,791,793.55	5.21
414800	STAR Check (STAR)	112	4,300,800.00	2.29
414800	STAR EN	114	9,874,365.16	5.26
414800	VETCOM CTS (VETC)	31	332,000.00	0.18
414800	VETDIS CTS (VETD)	13	253,664.52	0.14
414800	VETWAR CTS (VETW)	28	179,922.58	0.10
414800	WHOLLY EX (WHOL)	2	903.23	0.00
		595	27,285,588.39	14.52

Exemption Impact Report

Galway Central School District

Glenville SWIS Code - 422289		Equalized Total Assessed Value	Total Assessed Value	Uniform Percentage
		1,267,484.00	950,613.00	75.00
SWIS	Exemption Name (Code)	Number of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
422289	STAR B	2	68,000.00	5.36
422289	STAR Check (STAR)	1	34,000.00	2.68
		3	102,000.00	8.05